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| **AUBURN UNIVERSITY**  Course Syllabus |

**1. Course Number:** FOUN 3000-005 F 2012

**Course Title:** Diversity of Learners and Settings

Room: 2442 Haley

Time: 5.00p to 7.50p

Day: (T)

**Credit Hours:** 3 semester hours (LEC 2, LAB 3)

**Prerequisites:** Junior standing

**Professor**: James S. Kaminsky

**Room**: 4092 Haley

**Ph**: 844 3592

**Email**: kaminjs@auburn.edu

1. **DATE SYLLABUS PREPARED**: August 2012
2. **TEXTS OR MAJOR RESOURCES:**

**Required:**

Howard, Gary. (2006) *We can’t teach, what we don’t know*. New York, NY: Teachers College Press. **Amazon** $13.11 (new) $7.95 (used)

Kaminsky, James, King, Kimberly, and Watts, Ivan. (2004). *Diversity of Learners and Settings*. 2 ed. Boston, MA: Pearson Custom Publishing.

Ornstein, Allen C., Levine, Daniel U., and Guteck, Gerald. (2011). *Foundations of education* 11 Ed. Belmont, CA: Wadsworth. -- $76 **CourseSmart** (rental) or e-book purchase

*Education Week* monthly subscription $9.95

**Elective:**

Ladson-Billings, Gloria. (1994) *The dreamkeepers*. San Francisco: Jossey-Bass **Abebooks**.com $1 (used)

Lee, Stacey J. (1996). *Unraveling the “model minority” stereotype.* New York, NY: Teachers College Press. **Thrift books** $6.22 (used)

Obidah, Jennifer & Teel, Karen. (2001) *Because of the Kids.....* New York: Teachers College Press **Alibris** $0.99 (used) **Amazon** $0.99 (used)

Orenstein, Peggy. (1994). *School girls: Young women, self-esteem, and the confidence gap*. New York, NY: Anchor Books. **Amazon** $0.01 (used)

Valdes, Guadalupe. (2001) *Learning and not learning English*. New York: Teachers College Press Amazon **Amazon** $13.97 (used)

**4. COURSE DESCRIPTION:** Exploration of socio-cultural and individual differences; understanding diversity and communicating with students with differing cultural backgrounds, abilities, and values; this class combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students in active participation in a local agency or service center.

1. **COURSE OBJECTIVES:**

**Goals**

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners.

2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to the following variables: ethnicity, culture, language, socioeconomic status, lifestyle, religion, age, and exceptionality.

3. To examine students’ motivation for seeking a career in Education and the ways in which their backgrounds and experiences affect their worldview and their view of education.

**Objectives:**

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed in the syllabus at the end of each Meeting’s readings. These indicators pertain to organization and management; learning environment; oral and written communication; cultural, ethnic and social diversity; language diversity; general issues; and professionalism.

Create appropriate, challenging and supportive learning opportunities for students through participation in service learning.

1. Ability to state and implement the philosophy of service learning.
2. Ability to state and understand practical and philosophical differences in education practice and theory among education’s various constituencies.
3. Ability to articulate the roles, functions and characteristics of professional educators in a democratic society.
4. Ability to state and understand major historical forces shaping American education.
5. Ability to state and understand major social and cultural forces that contributed to the movement for equality of educational opportunity in American education.
6. Ability to state and understand the interrelationship of cultural, historical, and social forces that contributed to the desegregation of American education.
7. Ability to state and understand the educational construction of exclusion, oppression, and subordination in educational settings.
8. Ability to state and understand the educational construction of freedom, opportunity, and social hope in diverse communities.
9. Ability to state and understand contemporary issues of racial discrimination in educational practice and policy.
10. Ability to state and understand contemporary issues of moral educational practice and policy.
11. Ability to state and understand contemporary issues of gender discrimination in educational practice and policy.
12. Ability to state and understand contemporary issues of the handicapped in educational practice and policy.
13. Ability to state and understand historical and contemporary issues of Native Americans in educational practice and policy.
14. Ability to state and understand contemporary issues of multiculturalism in educational practice and policy.
15. Ability to state and understand contemporary issues related to school violence and creating a safe learning environment in practice and policy.

**6. COURSE CONTENT AND SCHEDULE:**

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| **MEETINGS**  **&**  **THEMES** |  |
| **Readings/ Assignments** |
| **Meeting 1:**  **August 21** | Introduction to FOUN 3000 and Class Administration  Introduction to Service Learning  Cengage e-text orientation  **Lecture: Diversity of learners and settings: Orientation**  [**http://www.ted.com/talks/lang/en/ken\_robinson\_changing\_education\_paradigms.html**](http://www.ted.com/talks/lang/en/ken_robinson_changing_education_paradigms.html) |
| **Meeting 2:**  **August 28**  Recognize individual  variations in learning activities in service to the community | **Discussion Group 1: Aldridge, Baker, and Barnes**  **Discussion Question:**  *Why did the course team suggest that service learning would push you out of your social and cultural comfort zone?*    Introduction to Teaching and Service Learning:  a. Into to the practice of service learning.  b. Identify the assumptions of the service learning’s philosophy  **Video:** The Bottom Line in education, 1980 to the present. Public Broadcasting System.  **Lecture: The teaching profession and service learning**  Readings:  Ornstein, Allen C. et. al, (2011). *Foundations of education*. Pp. 511 -- 531  Kielsmeier, James C. A time to serve, a time to learn (*Diversity of Learners and Settings)*  Ornstein, Allen C. et. al, (2011). *Foundations of education*. Ch 1 & 2,  Thompson, Audrey. Surrogate family values (*Diversity of Learners and Settings)*  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Meeting 3**  **September 4**  Teacher’s responsibilities in a democracy  Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country | **Discussion Group 2: Bierley, Bryan, Waldren, and Burnside**  *Why should we pay taxes for the education of other people’s children?*  **Lecture: The goals of public education**  **Video:** School: The Common School Movement, 1770-1890 The Public Broadcasting System  **Readings:**   * Darling-Hammond, Linda (2004). The right to learn and the advancement of teaching (*Diversity of Learners and Settings*) * Noddings, Nel. (2004). Renewing democracy in schools. (*Diversity of Learners and Settings*) * Ornstein, Allen C. et. al, (2011). *Foundations of education*. Ch 5,   (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |

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| **Meeting 4**  **September 11**  Democracy and the Individual in Public education  Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country | **Discussion Group 3: Castleman, Coleman, and Collins**    *Do the children of undocumented aliens have a right to a public education?*  *Or, what responsibility do we have to educate undocumented aliens?*  **Video:** School: As American as Public School, 1900-1950. The Public Broadcasting System  **Lecture: Common School Movement: Equality of Educational Opportunity**  **Readings:**   * Deschenes, Sara et al., Mismatch: Historical perspectives on schools and students who don’t fit them. (*Diversity of Learners and Settings)* * Ornstein, Allen C. et. al, (2011). *Foundations of education*. Ch 11, & 13   (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Meeting 5:**  **September 18**  Political Forces Shaping education and Teaching  Specify the contemporary concepts, assumptions, current issues, that set the ground work for the desegregation of American Schools and the deconstruction of social and cultural exclusion | **Discussion Question:**  *Federal educational policy under President Obama i.e. “Race to the top” and President Bush requires annual achievement testing. Does the new Federal testing requirements created to limit social promotion create more educational and social problems than it solves?*  **Video: School**: A Struggle for educational Equality: 1950-1980 –PBS  **Lecture: Equality of educational opportunity**  **Readings:**   * Anderson, James. The education of Blacks in the South, 1860-1935 (*Diversity of Learners and Settings*) * Darling-Hammond, Linda (2004) New Standards and Old Inequalities (*Diversity of Learners and Settings*) * Howard, G. (2006). *We Can’t Teach What We Don’t Know* Pp. 1- 52 * Pearlstein, Daniel. Minds stayed on Freedom (*Diversity of Learners and Settings* * Ornstein, Allen C. et. al, (2011). *Foundations of education*. Ch. 12   (290-3-3.04 (4) (c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii) and 290-3-3.04(4)(c)5.(i) |

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| **Meeting 6:**  **September 25**  Forces Shaping the Structure of Public education -- race  (continued)  State how the politics of empowerment is related to the deconstruction of internal colonialism, social difference, racial and discrimination. | **Discussion group 4: Fawley, Griffin, and Kaleel**  *Some individuals claim Charter schools are an attempt to re-segregate public education. Discuss why you do or do not believe this claim is true?*  **Lecture: Equality of educational opportunity**  **Video: Eyes on the prize: Fighting back**  **Readings Due**:   * Howard, G. (2006). *We Can’t Teach What We Don’t Know* Pp. 53 - 86. (Text) * Kozol, J. (1991). Other People’s Children. (*Diversity of Learners and Settings)*   (290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-3.04(4)(c)5.(i) |
| **Meeting 7:**  **October 2**  Forces Shaping the Structure of  Public education –  Identify the social and cultural issues of the First Amendment’s “establishment clause” for moral education | **Discussion Group 5: Keel, Lovelady, Walding, nd Luhrs**  *Discuss why has the Supreme Court has ruled that certain instances of prayer in public schools are unconstitutional?*  **Video: School Prayer**  **Lecture: The Supreme Court religion and school prayer**  **Readings due**  Ornstein, Levine & Gutek. (2011). *Foundations of Education*. Ch. 9  (290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Meeting 8:**  **October 9** | *Mid-Semester Examination* |
| **Meeting 9:**  **October 16**  Poverty: Student Differences in the Classroom  (continued)  Educational Funding and Student Differences in the Classroom –  Specify how adequacy funding attempts to address the performance differential of socio-economic difference | **Discussion Question:**  *Differences in educational platforms are created by differences in community wealth that add to state funding of public schools. Is it socially fair that differences in community wealth create immense differences in the quality of pubic schools?*  **Lecture**: National State and **Local** government **Control and school finance**  **Video:** Children in America’s Schools – The debate (Second sixty minutes)  Readings Due:   * Ornstein, Levine & Gutek. (2011). *Foundations of Education*. Chptrs. 7 &8   (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Meeting 10:**  **October 23**  Equality of Educational Opportunity and  Multiculturalism: Differences in the Classroom  Specify with special reference to Native Americans, how student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and culture | **Discussion Group 6: Martin, McDevitt, Stanton, and McGuffey**  **Discussion Question:**  *What is the content and attitude knowledge and skill base of multicultural education?*  **Discussion Question:**  *What is multicultural education?*  **Equality of Educational Opportunity and Multiculturalism**  **Lecture:** Multicultural curriculum Video: In the Whiteman’s Image. Public Broadcasting System. **Readings Due:**   * Marshall, Patricia L. Hispanic/Latino/a American students. (*Diversity of Learners and Settings*) * Garcia, Eugene. An ecology of family, home, and school (Diversity of Learners and Settings) * Ornstein, Levine & Gutek. (2011). *Foundations of Education*. Ch. 12 (pp.371-397)   (290-3-3.04 (3) (c)1.(ii); (290-3-3.04 (4)(c) 1.(ii);  (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i) |

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| **Meeting 11:**  **October 30**  Handicapped & Social Relations in the Classroom  Identify the significance of PL 94-142 and IDEA for the extension of equality of educational opportunity to the differently-abled. | **Discussion Question: Construction of Inclusion**  *Discuss the major issues in disability education?*  **Videos:** Regular Lives: Public Broadcasting System and  Educating Peter.  **Readings Due:**   * Elizabeth Shaunessy. State policies regarding gifted education. (*Diversity of Learners and Settings* * Ferguson. P. (1987). The Social Construction of Mental Retardation. (*Diversity of Learners and Settings*). * Mara Sapon-Shevin, Gifted education and the protection of privilege. (*Diversity of Learners and Settings*) * Ornstein, Levine & Gutek. (2011). *Foundations of Education*. Ch. 12 (pp.398-406)   (290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii) |
| **Meeting 12**  **November 6**  Making a Difference for Women in Today’s Classrooms  Specify major factors in the deconstruction of the educational oppression, exclusion, subordination | **Discussion Group 7: McNeil, Morgan, and Ramon**  **Discussion Question:**  *Why was Title IX important to the well-being of American women.*  **Video: Half the People. (1999) Public Broadcasting System**  **Readings Due:**   * Helen Lucey, et al., Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (*Diversity of Learners and Settings)* * J. R. Martin. Reclaiming the ideal of an educated woman. (*Diversity of Learners and Settings)* * Ornstein, Levine & Gutek. (2011). *Foundations of Education*. Ch. 10   (290-3-3.04 (4)(c)1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i) |
| **Meeting 13:**  **November 13**  Safe-learning environments  Specify the relationships of hyper masculinity to school violence and bullying | **Discussion Group 8: McNeil, Morgan, Smith, and Ramon**  **Discussion Question:**  Discuss the problem of bullying in America's public schools  **Lecture: Bullying**  **Videos**: Tough Guise  **Readings**: Ornstein, Levine & Gutek. (2011). *Foundations of Education*. Ch. 9   1. Curtin, D and Robert Litke. Institutional Violence. (*Diversity of Learners and Settings)*   (290-3-3.04 (2)(a) 1. (i); (290-3-3.04 (2)(c) 2. (i); (290-3-3.04 (2)(c)3.(i) (290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i) |
| **Thanksgiving Break**  **November 17 - 25** |  |
| **Meeting 14**  **November 27**  Safe-learning environments | **Discussion Question**  Some high-school students are legal adults and have the constitutional right bear arms under the second amendment. Should legal adults be allowed to bring concealed weapons into American schools?  **School and rampage violence**  **Lecture: Effective strategies for constructing a safe school**  (290-3-3.04 (2)(c)3.(i)  **Readings due:**   1. (Newman, Katherine S. Explaining rampage school shootings(*Diversity of Learners and Settings)* |

**7. COURSE REQUIREMENTS/EVALUATION:**

**Lab and Service Learning**

Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per Week. The three hours of lab per Week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service-learning placement. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set

by the service learning coordinator. **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside.**

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for service learning will receive a grade of **Incomplete for FOUN 3000.** Students who receive a grade of Incomplete must again attempt service learning the next Fall or Spring semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, he or she will receive a grade of “F” for FOUN 3000.

**DUE DATES FOR COURSE EVALUATION:**

**Mid-semester exam 25 points October 9**

**Final-Day semester exam 25 points December 27**

**Final take home examination 30 points December 3**

**Discussion points 10 points**

**Ed Week Reports 10 points**

**Service Learning Reflection Pass / Fail November 9**

**TOTAL 100 points**

**GRADING SCALE:**

100 - 90 points A

89.9 - 80 points B

79.9 – 70 points C

69.9 – 60 points D

Below 59.9 points F

**Alabama Quality Teaching Standards and Candidate Proficiencies:**

The Alabama State Board of education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College’s conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in Appendix A. For each of the targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1- poor, 2 – approaching competence/marginal, 3- competent, 4 – exemplary).

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student’s ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students’ ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor notifies the student’s department head and the student’s program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

**ALABAMA CERTIFICATION REQUIREMENTS:**

**Reminder**: To satisfy the Alabama State Department of Education’s requirements for certification, all professional studies courses [FOUN 3000 is a professional studies course] must be passed at least as the level of “C” or better. Students who do not pass all professional studies courses at the level of “C” or better will not be eligible to be recommended for certification in the State of Alabama or any other state. ***Please Note*:** **ALL** **assignments and examinations must be submitted and meaningfully attempted to receive a grade of C or better for FOUN 3000.**

**EVALUATION PROCEDURES:**

**Turning in papers**

All Ed Weeks and the final take-home examination must be submitted on the Web through a webpage called Turnitin. Type: [www.turnitin.com](http://www.turnitin.com) in the web-address window.

All assignments must be turned in through Turnitin.com. To assure your privacy you must establish the following anonymous device to submit papers through Turnitin.com.

GMAIL

To assure your privacy begin by setting up an anonymous Gmail account. Gmail is a free Google site.

Go to Gmail.com.

Go to create a new Gmail account

Use the first number string on the code sheet that you have been given for first name, and so on as you fill in the blanks on Gmail . When you have completed the task **write down your Gmail address.**

When requested for a user name: DO NOT USE YOUR REAL NAME. You have been given four (4) strings of numbers generated by a random number table to create an anonymous name.

Supply the first number string as your first name.

Supply the second number string as your last name.

Supply the third number string as your login name.

Supply a password. Supply the fourth number string as your password.

Do not use any password you have used on a previous occasion. NEVER use a password used at Auburn University for any purpose. DO NOT CHECK THE “REMEMBER ME ON THIS COMPUTER” box. REMOVE THE CHECK FROM ENABLE WEB HISTORY. DO NOT USE THIS ACCOUNT FOR ANY OTHER PURPOSE -- CHATS ETC --

Supply a security question. Select “write my own question” from the drop down menu.

Supply the question: What is my best friend’s first name.

Supply your answer:

LEAVE THE REQUEST FOR A SECONDARY EMAIL ADDRESS BLANK.

Type and enter the authentication code

(WRITE DOWN NUMBER STRINGS FOR YOUR NAME: FIRST AND LAST, LOGIN NAME AND YOUR PASSWORD)

Type in the word verification requested by Gmail

II. Go to Turnitin.com

Go to the upper right hand corner and click new user.

On screen 1 User Type: select student

On screen 2 Supply the Class ID number and password printed on your syllabus. You will find the ID and Password directly below this line of text.

**ID NUMBER: 5317967**

**PASSWORD: classroom**

On screen 3 enter the email address you created using random numbers you used to create your Gmail.com

On screen 4 enter the password you used at Gmail

On screen 5 when asked for a question do not choose any question that might identify you.

Select something like: What is your favorite song, etc.

Select agree on the next screen. And log into class.

From now on you will log on to (submit to FOUN 3000 by typing in you email address and the password you have created on the upper right-hand corner of the Turnitin homepage.

You must log in to Turnitin by tomorrow at 5.00pm or lose one point.

All Ed Weeks and examinations must be submitted through Turnitin.com.

III. Security

When turning in an assignment file Turnitin.com never include your name anywhere on the paper. Use only the First and last name constructed with the random numbers, which you have been supplied with.

When you submit the hard copy in class identify the paper with BOTH your name and the random number name with which you have been provided.

**EVALUATION METHODS:**

**Ed Week Report**: Everyone will be expected to select and submit *eight* (8) articles/reports from ***Education Week*.** Your submission must have your name, section number, and (submission number e.g., **1/8 2/8, 3/8….)** -- for every submission

You must be prepared to discuss your report. The submissions consist of a printout or photocopy of the date page and the article and a ½-1 page written report (word processed) on how the article relates to a social or cultural educational issue. Each student may only submit one article per Week. You must submit all *eight* (*8*) to receive the *ten* points available in this assignment. Submissions of 5 to 7 Ed Weeks will be awarded ½ point per submission. Ed Week reports must be submitted in class.

If you fail to submit at least five (5) Ed Week Reports you will receive a zero points (0) for Ed Week.

**Education Week** is available online at [www.edweek.org](http://www.edweek.org)

**Multiple-choice examinations:**

***There will be two multiple-choice examinations during the course of the semester. These examinations will be given on October 9 and November 27. These exams will be taken in class. You will be allowed approximately two hours to complete your examination. These are not power examinations. You should be able to easily complete the examinations within the allotted class time.***

***The take-home examination is due on December 3.***

The multiple-choice examinations are worth (twenty-five) 25 points each.

**Final Examination:**

The final examination is a take home essay. The final examination will be constituted by **one question**. It is worth thirty (30) points. This is a comprehensive question that will ask you to draw upon readings, lecture and video material from the **entire** course. The question will focus upon the extended reading you have chosen.

On the cover sheet identify your **final examination** with **your name, section number, and student number**. The cover sheet and bibliography are not part of the page count. No answer to question 1 may be less than three (3) pages or longer than seven (7) pages.

The take home final examination must be submitted the last day of class (the date due is specified in your syllabus).

**8. CLASS POLICY STATEMENTS:**

**Late Assignment Guidelines:**

**Due: All assignments are due at the start of class.**

**Late final examinations:** Late final examinations will result in an assignment grade that is lowered 20% per day. For, example, a paper that is turned in one day late and results in a grade of “100%” will be lowered to a “80%”. Similarly, a response paper that is turned in two days late and results in a grade of “100%” will be lowered to “60%”.

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. See also **Tiger Cub** for rules on academic honesty.

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Kozol, 1988, p. 22). If the material is paraphrased, (Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is “zero points” for the assignment. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else as yours or work that you have submitted for another class to satisfy a requirement of FOUN 3000.**

**Civility Statement**

Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated.

Disruptive behavior includes, but is not limited to the following: receiving beeper or cell phone calls during class, leaving class early or coming to class late, eating in class, disrupting instructional discourse, doing assignments for other classes, reading the paper, sleeping, and engaging in other activities that detract from the classroom learning experience.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Students with Disabilities:** If you are a student with a disability, you should consult with the Program of Students with Disabilities located in 1232 Haley Center at 844-2096 to identify with the Program of Students with Disabilities and the courses’ instructor to determine what accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Candidate Proficiencies

Proficiencies assessed in FOUN 3000 are highlighted below and include all dispositions. When applicable, ratings are based on specific indicators from the Alabama Quality Teaching Standards delineated on the previous page.

***Competent professionals . . .***

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

***Committed professionals . .*** *.*

1. engage in responsible and ethical professional practices.
2. contribute to collaborative learning communities.
3. demonstrate a commitment to diversity.
4. model and nurture intellectual vitality.

***Reflective professionals . .*** *.*

1. analyze past practices to stimulate ongoing improvement of future practices.

Appendix B

**Qualitative evaluation rubric**

* **Qualitative Grading Criteria for Short answer examinations and Examinations**

**A** “A” papers will be close to or of maximum length not including the paper’s bibliography. A page contains approximately 300 words.

The paper will have at least (3) three citations per page. Citations will reference all or almost all appropriate chapters in the course textbooks and readings.

Papers at this level demonstrate substantial understanding of the topic defined by the essay. It will integrate textual reading material, lectures, and videos. It will demonstrate high levels of insight and or originality regarding the issues defined by your answer. They also will show relations to other educational issues.

***The final examination will use readings from several chapters and or textbooks to support its argument.*** The papers presented at this level are exemplary and the conclusions presented are without factual or interpretive errors.

Papers at this level are also, largely, without errors of presentation - i.e. conform to a common style, and are without spelling errors.

**B** “B” papers will be shorter than maximum length. The paper will have less than an average of three citations per page or will rely heavily upon one source. Citations will reference many but not all appropriate chapters in the course textbook and readings

Papers at this level demonstrate a better than average understanding of the topic defined by the essay but do not show the levels of integration and insight evident in the best papers.

Papers at this level demonstrate research above the norm but do not show the level of insight or originality evident in the best papers. Papers presented at this level are much better than average and the conclusions presented are without substantial factual or interpretive errors.

Papers at this level are also without substantial errors of presentation - i.e. generally conform to a common style guide without numerous errors and are without numerous spelling errors etc.

**C** “C” papers maybe of any length. The paper will have a few citations. If an examination answer references from only one source the answer will be deemed to receive a grade of no more than “C” irrespective of any other virtues it might display. Citations will reference some appropriate chapters in the course textbook and readings

Papers at this level are an adequate rehearsal of the material presented in set textbooks and lecturers. They shadow the arguments presented in class and texts but do not extend beyond them in interpretation or originality.

**D** “D” papers can be of any length.

Papers at this level meet only the most nominal academic requirements. They nominally address the topic but do so without detail.

While not without some merit, papers at this level will contain substantial errors of fact and/or interpretation. At this level papers will demonstrate superficial understanding of material presented in class and set texts.

The number of citations in a paper that presents substantial mistakes shall be irrelevant for the purposes of grading.

**F** “F” papers can be of any length. Papers at this level do not address the question or demonstrate a seriously flawed understanding of material presented in class and required texts. Papers marked at this level may also contain errors that violate fundamental standards of academic conduct - i.e. the submission of the work of another as one's own, etc.

**Style Guide**

**Citations, APA Style**

In-text direct quotes provide author(s), publication date, and page number at the end of the sentence in **(Jones 2010, p. 5)**

For example: This child has muscular dystrophy, which, according to the book Teaching Exceptional, Diverse, and At-Risk Students, “is a chronic disorder characterized by the weakening and wasting of the body’s muscles**” (Vaughn, Schumm, & Bos, 2006, pp.169).**

Referring to a main idea but not a quote from another text, provide author and publication date

For example: He did stutter somewhat, but what was more noticeable to me was his inability to express his thoughts and ideas. Problems within these areas fall under the IDEA definition of a communication disorder **(Vaughn, et.al, 2006).**

***Reference page, APA Style***

**Author. Date. Title of Book. Location: Publisher**

Ornstein, A. C., Levine, D. U., & Gutek, G. L. (2011). Foundations of education (11th ed). Belmont, Calif.: Wadsworth Cengage Learning.

**Book – no author or editor**

Anonymous. (2002). Readings in education. Boston, MA: Pearson Custom Publishing.

**Personal communication (such as from a class lecture)**

Kaminsky, J. S. (2011). Diversity lecture. In “Your name” notes (Ed.). Auburn.

**Edited Book**

Kaminsky, J. S., King, K. L., & Watts, I. E. (Eds.). (2004). Diversity of learners and settings (2 ed.). Boston: Pearson Custom Publishing.

**Article in an edited book**

Kielsmeier, J. C. (2004). A time to serve, a time to learn. In J. S. Kaminsky, K. L. King & I. E. Watts (Eds.), Diversity of learners and settings (pp. 3 - 10). Boston: Pearson Custom Publishing.

**Citations, MLA Style**

In-text direct quotes and main ideas provide author and page number. If author is in the sentence, then only page number in ( ):

For example: It was baffling to discover the common knowledge that the lady lacked. She made me think of the people Paulo Freire calls the oppressed who “act like machines whose motions are predetermined by the oppressors” (149).

For example: As James Kielsmier points out, young people need to be involved with children in the school setting because of the benefit that both teachers and students get out of it (3).

**Reference page, MLA style:**

Author(s) or editor(s). The complete title edition. Place of publication: Shortened name of the publisher, date of publication. Pages (if article or chapter).

Kielsmier, James. “A Time to Serve, A Time to Learn.” Diversity of Learners and Settings. 2rd Ed. Ed. James Kaminsky, Kimberly King, and Ivan Watts. USA: Pearson Custom, 2004. 3-10.

Spring, Joel. Wheels in the Head. New York: McGraw-Hill, 1994.

**Lecture**

(Kaminsky. FOUN 3000. July 15, 2006)